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ABSTRACT

The student learning profile consists of a cover sheet for including basic student information and checklists that focus on language and job-related skills. The cover sheet contains spaces for pre- and post-test scores, student expressed learning goals, and the proposed teaching and learning plan. The checklists, one for each of three instructional levels (beginner, intermediate, and advanced), list specific skills in the following areas: personal and social identification and everyday life; functioning on the job; union and workplace rights; health and safety; and English language use. Some items on the checklists are specified as being evaluated in the student's native language. The lists are intended as a means for recording individual student progress, or "benchmarks," toward mastery. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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BENCHMARKS AND STUDENT LEARNING PROFILE
FOR THE WORKPLACE ESL PROGRAM OF
THE LABOR EDUCATION CENTER
AT SOUTHEASTERN MASSACHUSETTS UNIVERSITY

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Student Learning Profile - Assessment/Achievement

Name.....

Teacher.....

Level.....

Pre Test Score..... Post Test Score.....

Student Expressed Learning Goals:

Proposed Teaching/Learning Plan:

Achievement Profile - Speaking and Listening - Beginner Level

Name:.....

Date:#1.....#2.....#3.....#4.....

Section I Personal and Social Identification/Everyday Life

Notes

- ___ Responds to basic questions (name/address/country of origin).
- ___ Gives/responds to greetings/farewells.
- ___ Initiates/responds to informal "small talk"
- ___ Interrupts/ends conversation.
- ___ Briefly describes feelings.
 - ___ about work
 - ___ about other life areas
- ___ *In own language: Identifies learning goals*

Section 2 On the Job

- ___ Identifies present job title, company.
- ___ Briefly describes job duties.
- ___ Briefly describes problems:
 - ___ at work
 - ___ in other life areas
- ___ Requests something needed:
 - ___ at work
 - ___ in other life areas
- ___ Makes simple phone call
 - ___ to work.
 - ___ to other places.
- ___ Follows simple directions.
- ___ Asks for clarification if something is not understood.

Section 3 Union/Workplace Rights

- ___ Requests something of shop steward.
- ___ Requests union representation.
- In own language:*
 - ___ *Understands basic workplace rights*
 - ___ *Understands key contract sections*

Section 4 Health and Safety

- ___ Identifies body parts.
- ___ Describes health problem/symptoms.
- ___ Describes/reports dangerous condition.
- ___ Identifies safety gear.
- ___ Requests safety gear (I need.....)
- ___ Gives/responds to warnings.

- in own language:*
 - ___ *Understands basic rights under OSHA*

Literacy Achievement Profile - Beginner Level

- _____ Reads alphabet in English
- _____ Understands left to right /top to bottom/sequence of words.
- _____ Word recognition:
 - _____ has access to dictionary/understands use of dictionary
 - _____ uses dictionary
 - _____ uses roots, prefix, suffix
 - _____ uses context
- _____ Looks up simple information (phone book, directory)
- _____ Reads simple signs:
 - _____ at work (safety, directional)
 - _____ road signs
 - _____ signs in everyday life
- _____ Reads simple labels.
- _____ Reads days of week/months of year.
- _____ Reads /fills out simple forms.
- _____ Spells name.
- _____ Keeps spelling list of own errors
- _____ Reads short paragraph based on language experience .
- _____ Begins short journal entries.

Achievement Profile - Speaking and Listening - Intermediate

Name.....
Teacher:.....
Dates: #1.....#2.....#3.....#4.....

Section 1 Social and Personal Identification

Notes

- _____ Responds to questions about self/experience with some elaboration.
- _____ Introduces self/responds to introductions.
- _____ Engages in small talk with some fluency.
- _____ Initiates/interrupts/concludes conversations.
- _____ Identifies differences in tone and register in variety of conversations
- _____ Adapts tone and register to variety of conversations.
- _____ Gives/responds to greetings/farewells, including idiomatic expressions.
- _____ Discusses own abilities, interests, educational goals, life goals.
- _____ Discusses differences between native country/U.S.
- _____ Discusses feelings with some elaboration.
 - _____ about work
 - _____ about other life areas
- _____ Uses phone:
 - _____ calls in to work (sick/late)
 - _____ calls for information/to report something
 - _____ calls to make/change/cancel appointments
- _____ Expresses opinion/point of view and offers support for position.
 - _____ about work issues
 - _____ about union issues
 - _____ about community issues

Section 2 On the Job

- _____ Describes past and present job: title, duties and equipment with some detail.
- _____ Describes present job: title, duties, and equipment with some detail.
- _____ Describes problems at work.
- _____ Responds to feedback and criticism.
- _____ Requests something needed
 - _____ at work
 - _____ in other life areas
- _____ Gives/follows instructions:
 - _____ at work
 - _____ in other life areas
- _____ Asks for clarification if something is not understood.
- _____ Gives/follows basic directions.

Section 3 Union/Workers Rights

- _____ Initiates grievance procedure.
- _____ Requests something from shop steward/union representative.
- _____ Requests union representation.
- _____ Describes structure/function of union.
- in own language:*
 - _____ Understands basic workplace rights.
 - _____ Understands key contract sections.

Section 4 Safety and Health

- _____ Describes health problems
 - _____ at work
 - _____ in other life areas/family health
- _____ Describes symptoms with some detail.
- _____ Discusses industrial specific diseases/illness.
- _____ Describes/reports dangerous conditions.
- _____ Identifies safety gear.
- _____ Requests safety gear
- _____ Discusses safety issues:
 - _____ in the workplace.
 - _____ at home.
- _____ Offers suggestions to safety committee.
- _____ Understands basic rights under OSHA

Literacy Achievement Profile - Intermediate Level

- _____ Uses dictionary
 - _____ bilingual
 - _____ English-English
- _____ Uses index/table of contents
 - _____ books
 - _____ magazines
 - _____ union contract
 - _____ other.....
- _____ Locates information from variety of sources
 - _____ directories
 - _____ phone book
 - _____ community resource books
 - _____ union contract
 - _____ other.....
- _____ Understands structure/order/layout
 - _____ of newspapers
 - _____ of magazines
 - _____ of books
- _____ Locates own reading material
 - _____ from library
 - _____ from other sources.....
- _____ Reads short pieces
 - _____ language experience stories
 - _____ writings of other immigrant workers
 - _____ other self selected material
 - _____ flyers, notices, fact sheets (work/union/community)
 - _____ newspaper/magazine articles
 - _____ key contract sections
- _____ Understands literal level of text
- _____ Infers information not explicitly stated in text
- _____ Draws conclusions from reading
 - _____ about issues/historical information/characters
- _____ Responds/reacts to texts
 - _____ gives immediate personal reaction
 - _____ relates reaction to feelings and prior experience
 - _____ examines how reading might alter outlook on a subject
 - _____ asks questions about text
- _____ Reads appointment cards
- _____ Reads labels
 - _____ medications
 - _____ prescriptions
 - _____ ingredients/directions
- _____ Reads signs:
 - _____ at work (safety, directional)
 - _____ road signs
 - _____ common signs in everyday life
- _____ Reads maps
 - _____ of plant
 - _____ of neighborhood
 - _____ of city/state
 - _____ of U.S./world
- _____ Spells name
- _____ Keeps list of own spelling errors
- _____ Fills out more complex forms
 - _____ job application
 - _____ social security form
 - _____ insurance form
 - _____ other application forms (library card, courtesy card, credit card, etc)
- _____ Writes short notes/memos:
 - _____ at work (supervisor, union rep)
 - _____ out of work (to child's teacher, to mechanic, etc.)
- _____ Writes longer letter
 - _____ to family members
 - _____ to public officials
 - _____ to editorial page

Literacy - Intermediate

- _____ Observes and adapts differences in tone/register between formal and informal correspondence.
- _____ Writes journal entries (dialogue journal).
- _____ Writes short piece
 - _____ about self/experience(narrative)
 - _____ expressing and supporting point of view
 - _____ describing something (working conditions)
- _____ Observes sentence boundaries.
- _____ Writes cohesive short paragraphs.
- _____ Writes longer units of discourse.
- _____ Uses correct punctuation.

Name: _____
Instructor: _____
Date #1 _____ #2 _____ #3 _____ #4 _____

Section 1

Social and Personal Identification/Everyday Life

Notes

- _____ Responds to questions about self/experience/background with more elaboration.
- _____ Introduces self/responds to introductions.
- _____ Initiates and sustains informal conversation.
- _____ Discusses abilities/educational goals/life goals.
- _____ Discusses feelings with more elaboration.
 - _____ about work
 - _____ about other life areas
- _____ Discusses differences between native country/U.S.
- _____ Initiates/interrupts/concludes a conversation.
- _____ Adapts tone and register to variety of conversations.
- _____ Uses phone
 - _____ calls in to work
 - _____ calls for information/to report something
 - _____ calls to make /change/cancel appointments
- _____ Expresses opinion/point of view and offers support for position.
 - _____ about work issues
 - _____ about union issues
 - _____ about community issues
 - _____ about world issues

Section 2

On the Job

- _____ Describes past and present job : title, duties and equipment with details.
- _____ Describes present job: title, duties and equipment with details.
- _____ Describes problems at work with specific illustrations.
- _____ Responds to feedback and criticism.
- _____ Requests something needed
 - _____ at work
 - _____ in other life areas
- _____ Asks for clarification if something is not understood.
- _____ Gives/follows more complex directions

Section 3

Union/Workers' Rights

- _____ Describes structure/function of union.
- _____ Initiates grievance procedure.
- _____ Requests something from shop steward/union representative.
- _____ Requests union representation.
- _____ Understands basic workers' rights.
- _____ Understands key contract sections.

Section 4

Health/Safety

- _____ Describes health problems.
 - _____ at work.
 - _____ out of work.
- _____ Describes symptoms with specific detail (duration/intensity).
- _____ Describes/reports dangerous conditions.
- _____ Identifies safety gear.
- _____ Requests safety gear when needed.
- _____ Discusses safety issues:
 - _____ in the workplace.
 - _____ at home.

Literacy Achievement Profile - Advanced Level

Notes:

- _____ Uses dictionary
 - _____ bilingual
 - _____ English-English
- _____ Uses index/table of contents
 - _____ books
 - _____ magazines
 - _____ union contracts
 - _____ other.....
- _____ Locates information from variety of sources
 - _____ directories
 - _____ phone book
 - _____ community resource book
 - _____ union contract
 - _____ reference books
 - _____ other.....
- _____ Understands structure/order/layout
 - _____ of newspapers
 - _____ of magazines
 - _____ of books
- _____ Locates own reading materials
 - _____ from library
 - _____ from other sources
 - _____ (describe).....
- _____ Reads short pieces
 - _____ language experience stories
 - _____ writings of other immigrant workers
 - _____ flyers, notices, fact sheets (work/union/community)
 - _____ newspaper/magazine articles, simplified
 - _____ self selected material .
 - _____ (describe).....
- _____ Reads longer pieces
 - _____ longer articles(newspapers, magazines)
 - _____ books
- _____ Understands literal level of text
- _____ Infers information not explicitly stated in text.
- _____ Draws conclusions from reading
 - _____ about issues/historical information/characters
- _____ Responds/reacts to texts
 - _____ gives immediate personal reaction
 - _____ relates reaction to feelings and prior experience/knowledge
 - _____ examines how reading might alter outlook on a subject
 - _____ Asks questions about the text
- _____ Reads appointment cards
- _____ Reads labels
 - _____ medications
 - _____ prescriptions
 - _____ ingredients
- _____ Reads signs
 - _____ at work (safety/directional)
 - _____ road signs
 - _____ common signs in everyday life
- _____ Reads maps
 - _____ of plant
 - _____ of neighborhood
 - _____ of city/state
 - _____ of world
- _____ Spells name
- _____ Keeps list of own spelling errors
- _____ Fills out more complex forms
 - _____ job application
 - _____ social security
 - _____ insurance form
 - _____ other application forms (library, credit card, etc.)
- _____ Writes short notes/memos
 - _____ at work (supervisor, union rep, safety committee)
 - _____ out of work (child's teacher, etc.)
- _____ Writes longer letter
 - _____ to family members
 - _____ to public officials
 - _____ to editorial page

Literacy-Advanced

- _____ Observes differences in tone/register between formal and informal writing (audience awareness)
- _____ Writes longer journal entries/responds to entries.
- _____ Writes short piece
 - _____ about self/experience/background (narrative)..
 - _____ expressing and supporting point of view.
 - _____ describing something (working conditions).
- _____ Observes sentence boundaries.
- _____ Writes cohesive short paragraph.
- _____ Writes longer units of discourse.
- _____ Uses correct punctuation.